



Narsee Monjee Educational Trust's
JAMNABAI NARSEE SCHOOL
Knowledge is Strength Supreme

JNS - GRAMMATHON

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Std.: 6 Div.: D Academic Year: 2025-2026



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COMPREHENSION - I

Read the passage carefully and answer the questions that follow:

THE ELVES AND THE SHOEMAKER

There was once a shoemaker who, through no fault of his own, had become so poor that at last he had only leather enough left for one pair of shoes. In the evening, he cut out the shoes which he intended to work upon the next morning and since he had a good conscience, he lay down quietly, said his prayers and fell asleep.

In the morning when he had prayed, as usual, and was preparing to sit down to work, he found a brand new pair of shoes on his table. He was amazed and could not understand it in the least.

He took the shoes in his hand to examine them more closely. They were so neatly sewn that not a stitch was out of place. The shoes were as good as the work of a master-hand.

Soon after, a customer came in. He saw the shoes and was quite pleased with them. He paid more than the ordinary price for the shoes. The shoemaker was able to buy leather for two pairs with the money.

He cut them out in the evening. The next day, with fresh courage he was about to go to work; but he had no need to, for when he got up, the shoes were finished. The customers were not lacking. The sale of those shoes gave him so much money that he was able to buy leather for four pairs of shoes.

Early next morning he found the four pairs finished and so it went on; what he cut out in the evening was finished in the morning. Soon, he found himself in comfortable circumstances and became a well-to-do man.

One evening, not long before Christmas, when he had cut out shoes as usual, he said to his wife: "How would it be if we were to sit up tonight to see who it is that lends us such a helping hand?"

The wife agreed, lighted a candle, and they hid themselves in the corner of the room behind the clothes which were hanging there.

^{A.3} At midnight came two little men with torn clothes, who sat down at the shoemaker's table, took up the cut-out work and began with their tiny fingers to stitch, sew and hammer so neatly and quickly that the shoemaker could not believe his eyes. They did not stop till everything was quite finished and stood complete on the table; then they ran away swiftly. ^{AAA 24}

^{A.5} The next day the wife said: "The little men have made us rich and we ought to show our gratitude. They run about with torn clothes and must freeze with cold. I will make them little shirts, coats, waistcoats and hose. I will even knit them stockings and you shall make them each a pair of shoes." ²⁴

The husband agreed and in the evening, when they had everything ready, they laid out the presents on the table and hid themselves to see how the little men would behave.

At midnight they came skipping in and were about to set to work; but instead of the leather cut out, they found the charming little clothes.



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At first they were surprised, then excessively delighted. With the greatest speed they put on and smoothed down the pretty clothes, singing:

"Now we're dressed so fine and neat,

Why cobbler more for others' feet?"

Then they hopped and danced about and leaped over chairs and tables and out of the door. Henceforward, they came back no more, but the shoemaker fared well as long as he lived and had good luck in all his undertakings.

Answer the following questions:

1. What did the shoemaker find on his table in the morning?
 - a. Two little men.
 - ☒ b. A finished pair of shoes.
 - c. The leather he had cut out the night before.
2. How did the shoemaker change in the story?
 - ☒ a. The shoemaker went from being very poor to being a rich, well-to-do man.
 - b. The shoemaker went from being very rich to being a very poor man.
 - c. The shoemaker went from being happy to being an angry and jealous man.
3. What kind of work did the little men do on the piece of leather?
4. What did the shoemaker and his wife observe at midnight?
5. How did the couple thank the little men?
6. Give a word from the passage that means
 - a. a person's moral sense of right or wrong - conscience
 - b. planned or meant - intended
 - c. a task that is taken on - undertaking



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COMPREHENSION - 2

Read the passage carefully and answer the questions that follow:

PEARLS

Since ancient times, the pearl has been a symbol of unblemished perfection. It is the oldest gem, and for centuries it was considered the most beautiful. The Latin word for pearl literally means 'unique', stating that no two pearls are identical.

1) Pearls have been considered as appropriate wedding gifts because they symbolize purity and innocence. Most gems like sapphire, topaz, ruby, diamond, etc. are minerals are mined from beneath the earth, but a pearl is formed inside the shell of an oyster. Mineral gems are hard but a pearl is soft. Other gems need to be coated and polished to bring out their beauty but pearls looks beautiful even in its original form, in the form it is extracted from the oyster from the sea or from the mussel found in the river. 2

How are pearls formed? The formation of a pearl is an interesting feature. Oysters and other molluscs live in water. They have two shells, joined together with a hinge. These shells keep on opening and closing, allowing water to pass in and out of them so that the oyster inside can eat and breathe. Sometimes a foreign particle like a sand grain, a tiny parasite or a tiny part of the broken shell enters the oyster's shell and lodges itself in the soft body, causing it irritation.

3) When the oyster is unable to get rid of this foreign particle, it gives out a substance called nacre, which forms a coating over the foreign particle to make it less dangerous to the soft tissues of the oyster. Gradually, successive layers of nacre are deposited over the foreign particle until it is fully enclosed in the substance, forming the pearl.

5) It is the quality of the lustre and the colour of the nacre that decides the value of the pearl. 5 because the pearl also has the same lustre and the colour as the lining of the shell of the mollusc. Rare and valuable pearls come from some species of oysters and other molluscs that live in the sea. 4

Thousands of oysters have to be collected to produce a handful of pearls. This is the reason that natural pearls are very expensive. Until the 1940's, pearl oysters were mainly found in the Persian Gulf near the Island of Bahrain. Some of the natural pearl oyster beds were located in the South Pacific Ocean.

Most of the pearls used in jewellery are cultured pearls and not natural pearls. Women all over the world are fond of pearl jewellery.



COMPREHENSION - 2

I. Answer the following questions:

1. Why are pearls considered to be the best wedding gifts?
2. Why are pearls different from other gems?
3. When does the oyster secrete nacre?
4. Where do we get valuable pearls from?
5. How is the value of a pearl determined?

II. Choose a suitable word from the passage which means: *In NWK*

- a. similar - identical
- b. consecutive - successive
- c. uncommon - unique
- d. not guilty - innocent

III. Make sentences with the following words:

- a. innocence - _____
- b. unblemished - _____
- c. valuable - _____



VERBS - TRANSITIVE AND INTRANSITIVE

1. **Underline the verbs in the following sentences and state whether they are transitive or intransitive:**

1. Grandma told us a story. transitive verb
2. The players ran fast. intransitive
3. The math professor explains the lesson. transitive
4. The students write compositions. transitive
5. The band played a new tune. transitive
6. Louise finally got her license. ~~intransitive~~ got received
7. Birds fly. intransitive so transitive
8. The guards arrived late. ~~transitive~~ intransitive
9. Disha baked some cookies. transitive
10. The sun set. intransitive
11. His mother promised him a gift. transitive
12. The book fell. intransitive
13. She moved the chair. transitive
14. Ramesh asked me a question. transitive



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VERBS - TRANSITIVE AND INTRANSITIVE

15. Sheetal lifted the heavy bag. transitive
16. The horse galloped. intransitive
17. He spoke the truth. transitive
18. He took shelter under a tree. transitive
19. Manan wrote a letter to his uncle. transitive
20. The police are looking into the case. intransitive
21. Children fly their kites. transitive
22. He is sleeping. intransitive

II Split the following sentences and put them in the table given below:

1. Aditi promised them an outing. N.
2. Rahul gave me a chocolate.
3. Leena loves my younger sister.
4. Rohit showed us his new PS4.
5. Asha gave Nita a present.
6. Ram sent his mother a telegram.
7. My grandmother bakes delicious cakes.
8. Veena plays chess.
9. She sang us an old song.
10. Jack gave his dog a bone.
11. I wrote a letter to my best friend.
12. Lend him some money.
13. He will give them some old clothes.
14. Jeenaya narrated many stories.
15. The officer asked his men a number of questions.
16. She teaches children English.
17. The boss gave his subordinates a treat.
18. Betty drives an old car.



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VERBS - TRANSITIVE AND INTRANSITIVE

trick
what
Euthyham

	Subject	Verb	Indirect Object	Direct Object
1	Aditi	Promised	them	an bag
2	Rohini	gave	me	chocolate
3	Leena	loves		
4	Rohit			
5	Asha			
6	Ram			
7	Akash			
8	Chhena			
9	Song			
10	Jack			
11				
12				
13				
14				
15				
16				
17				
18				



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INFORMAL LETTER – FORMAT

No. Name of the building/ bungalow,

101, Olympus Complex,

Name of the Road,

Perry Cross Road,

Name of the Suburb,

Bandra (West),

City and Pincode.

Mumbai - 400 050.

Date in full.

2nd July 2024

(Leave a line after date)

Dear Prachi,

(Opening sentence to be on the topic)

(Body- in two to three paragraphs)

(Closing sentence to be on the topic)

Your loving friend,

Aruna.



COMPREHENSION - 3

Read the passage carefully and answer the questions that follow:

One of the most remarkable adventures of exploration was the race to the South Pole by Captain Roald Amundsen, a noted Norwegian explorer.

Even when he was a young boy, Amundsen had decided that he would be an explorer. He had read in books of adventure that in the wilderness a man must have not only a stout heart but also a strong body. So he trained himself to bear hardships. He slept with his window open in winter - a very difficult thing to do in Norway, the land of ice and snow. He took long walks over the rough country, became an expert ski runner and built up an excellent set of muscles.

His dream had always been to be the first to reach the North Pole. He prepared himself for many years for this adventure, but when he was about to set out, the news came that Robert E. Peary, an American Admiral, had reached the North Pole in April 1909. Amundsen then decided to make a dash for the South Pole. Captain Robert F. Scott, a great English explorer, had already started towards it. Amundsen was determined to get there before him.

In January 1911 Amundsen reached Antarctica at the Ross Barrier. Here he set up the base from which he would set out for the Pole the next spring. During the nine months at the Barrier, he prepared and tested his equipment - food, clothing, boots, tents, skis, sledges and dog-harness. He trained his Eskimo dogs and established three depots along part of the route that he would take.

On October 19, Amundsen with four companions and four sledges, each pulled by thirteen dogs and loaded with food and equipment, set out for the Pole. The dogs pulled the heavy sledges with ease and on smooth surfaces even towed Amundsen and his companions on skis. At intervals along the way they built columns of snow; in each column they placed a slip of paper giving the distance and direction of the previous column. Thus, the course for the return journey was accurately marked, while the depots held food in store for them.

Amundsen wrote about the last stretch to the Pole. "Every step we took in advance brought us rapidly nearer the Pole; we could feel fairly certain of reaching it on the afternoon of the 14th What should we see when we got there? A vast endless plain, that no eye had yet seen and no foot yet trodden. No, it was an impossibility with the speed at which we had travelled, we must reach the goal first, there could be no doubt of that. And yet -- and yet --".

On December 14, when the weather was of the finest, Amundsen and his companions reached the South Pole. Amundsen writes: "After we had halted we collected and congratulated each other. Pride and affection shone in the five pairs of eyes that gazed upon the flag as it unfurled itself with a sharp crack and waved over the Pole."

On January 25, 1912, the Norwegians returned to the base camp. Their ship was waiting there to take them home to receive the congratulations of the world for their great deed.



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COMPREHENSION - 3

I. Find a word from the extract which means:

- a. extraordinary - remarkable ✓
- b. strong - stout ✓
- c. adamant - determined ✓
- d. set up - built up established ✓
- e. assistants - companions ✓

II. Make sentences with the following words:

- a. adventure: I had an adventure in the woods.
- b. route: The route to the house seems changed.
- c. equipment: He took some equipment and then left to climb the mountain.

III. Tick the correct answer:

- 1. Robert E. Peary, an American Admiral reached the North Pole in _____.
 - ☒ a. April 1909
 - b. April 1919
 - c. December 1911
- 2. He was the one who first started the journey towards the South Pole.
 - a. Captain Roald Amundsen
 - b. Robert E. Peary
 - ☒ c. Captain Robert F. Scott
- 3. At Ross Barrier, Amundsen and his companions _____.
 - ☒ a. set up their base camp
 - b. built a column of snow
 - c. established a depot



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COMPREHENSION - 3

IV. Answer the following questions:

1. When did young Amundsen decide to become an explorer?
2. How did Amundsen prepare himself to be an explorer?
3. What was his dream? Why was he unable to fulfil his dream?
4. Did Amundsen and his companions finally reach the South Pole? What were their feelings and reactions on doing so?



ACTIVE AND PASSIVE VOICE

I. State whether the Voice in the following sentences is Active or Passive.

1. Parents love their children.

2. All the appointments are fixed by the secretary.

3. The cashier counted the money.

4. The squirrel was chased by the dog.

5. A message was sent to me by them.

6. The masons are building the house.

II. Change the following sentences to Passive Voice.

1. A choreographer arranges dance movements.

2. His employers trust him.

3. Someone has cleaned the windows.

4. I gave him a book for his birthday.



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ACTIVE AND PASSIVE VOICE

5. Who killed the snake?

6. I expected to finish the work by noon.

7. He had to pay the fine.

8. People speak English all over the world.

9. How did the police catch the thief?

10. Someone built this house in 1980.

11. I have already seen that picture.

12. The dog chased the cat.

13. The carpenter was measuring the cabinet.

III. Change the following sentences to Active Voice.

1. I am not interested in this assignment.

2. Let this e-mail be sent immediately.



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ACTIVE AND PASSIVE VOICE

3. The house will be cleaned by me every Saturday.

4. The treaty is being signed by the two kings.

5. Is Mohan taught by you?

6. The plan has been approved by the committee.

7. A new watch was given to me by my father.

8. The story was eagerly listened to.

9. By whom was the window pane broken?

10. The tree was uprooted by the storm.

11. Was the food being prepared by your mother?

12. The sums were being solved by the students.

13. The windowpane was broken by the children.



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ACTIVE AND PASSIVE VOICE

IV. State whether the Voice in the following sentences is Active or Passive.

1. She is believed to be honest.

2. The municipal authorities sealed all unauthorised shops.

3. Every night, the office is vacuumed and dusted by the cleaning crew.

4. The wedding planner is making all the reservations.

5. The fire was extinguished.

6. The car was being cleaned by its owner.

7. The dolphins have learned many tricks.

8. All the questions were answered by Julie.

**COMPREHENSION - 5**

Read the passage carefully and answer the questions that follow:

Many people know that trash is a big problem on planet Earth. What many people do not know is that trash has become a problem in outer space too. Years of space exploration has left tons of "space junk" in orbit around the planet.

According to *BBC News*, there are more than 22,000 pieces of junk in space around the earth. These are just the items that we can see from the surface of the earth by telescopes or radars. There are also millions of smaller pieces of junk that we cannot see.

Objects, like bits of old space rockets or satellites, move around the planet at very high speeds, so fast that even a very small piece can break important satellites or become dangerous to people, particularly astronauts. If the tiniest piece of junk crashed into a spacecraft, it could damage the vehicle. That is because the faster an object moves, the greater the impact if the object collides with something else.

To make things worse, when two objects in space collide, the two objects break into many smaller pieces. This happened in 2009, when a working United States satellite collided with a Russian satellite that was no longer functioning. The collision caused the satellites to break into more than 2,000 pieces, increasing the items of space junk.

To help minimize additional space junk, countries around the world have agreed to limit the time their space tools stay in orbit to 25 years. Each tool must be built to fall safely into the earth's atmosphere or the mass of gases that surround the earth, after that. In the upper parts of the atmosphere, it will burn up.

Many scientists are also proposing different ways to clean up space junk. In England a metal harpoon is being tested that can be fired into space, grip the trash and then pull the space junk into the earth's atmosphere where it would burn up.

The Germans have been planning a space mission with robots that would collect pieces of space trash and bring them back to Earth so that they can be safely destroyed.

In 2007, the Chinese tried to blow up one of their older satellites with a missile. Unfortunately, the explosion only created thousands of smaller pieces, adding junk in space!

"In our opinion the problem is very challenging, and it is quite urgent as well," said Marco Castronuovo, an Italian Space Agency researcher who is working to solve the problem. One reason that it is urgent is that countries are sending more and more objects into space. Many of these objects are tools that help people use their cell phones or computers.

"The time to act is now; as we go farther in time we will need to remove more and more fragments," he says.



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COMPREHENSION - 5

Answer the following questions:

- Q.1. What is a big problem on planet Earth?
- Q.2. What has years of space exploration left on planet Earth?
- Q.3. How is space junk dangerous to people?
- Q.4. State an example of a collision from the passage. What was the result of that collision?
- Q.5. What is done to help minimize space junk?
- Q.6. According to Marco Castronuovo the problem of increasing space junk is quite urgent. Why is it so?
- Q.7. What initiative is taken by the English and the Germans in order to deal with space junk?
- Q.8. Give the noun form of:
- a. collide - collission
- b. explore - exploration
- Q.9. Give a suitable title to the passage.

Space Junk - 1

**COMPREHENSION - 6**

Read the passage carefully and answer the questions that follow:

COIN CONFUSION

Samuel looked through troubled eyes at his sister and said, "I wouldn't have thought Everett would be a thief." 22

His sister Emily replied, "Whoa, there – we do not know that for sure. That is a serious accusation to make against your best friend!"

Samuel's eyes were dark as he said, "But who else could it be? He was there, he had them in his hands and now they are missing."

Samuel remembered two days ago when he had brought out his coin collection for Everett to see. He had received a new coin as an early birthday gift from his aunt and he was very excited about it. Some time ago the United States government decided to create new designs for the quarters that represented each state. Five new designs were issued each year. He now had every state quarter that had been issued. He had silver dollars and coins from different countries too, but none meant as much as his quarter collection. Samuel loved it because he and his father were both collecting the coins. It was like a game they played to see who could complete his collection first. Everett knew how much the collection meant to Samuel. 1

At the end of that day, Samuel's mother had said, "Samuel, would you please take this recipe to Mr. Bates down the street? He is trying to prepare it for dinner tonight, so would you go now?"

Samuel had turned to his friend and said, "Is it okay if I leave you for a few minutes?"

Everett had said, "Actually, I have an errand to run, but you go on ahead, and I'll clean up here," gesturing at the piles of coins on the floor.

When Samuel had returned from Mr. Bates' house, he had done his homework, had eaten dinner, and had read for a while before bed. It never occurred to him to check his coins. It was not until two days later that he realised the quarters were gone. The foreign coins were there, but his quarter set was missing.

Samuel's sister said, "Why don't you just ask him?"

"Ask him what?" replied Samuel scornfully. "Hey, best friend, did you steal my coin collection?"

"Well, maybe you could just mention you can't find your set of quarters and ask him where he put it when he cleaned up," replied Emily.

Samuel thought for a moment, deciding if that would be a good idea. The theft of his collection left him with a feeling of betrayal. How could I have misjudged my friend's character?

The next day Samuel went over to Everett's house. Everett was acting funny-sort of jittery, like he couldn't be still. In fact, Samuel thought Everett was acting like someone with a secret. Anger blossomed as he watched Everett pretend to be kind and pretend to be his friend when Everett had



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COMPREHENSION - 6

obviously stolen from him. Samuel finally could not stand it anymore and stood up.

Suddenly, Everett cried, "I can't stand it anymore!"

Samuel was astonished at hearing his own thoughts burst forth from his friend. Only, instead of sounding guilty or anguished, Everett sounded excited. Samuel watched his friend jump up and pull something from underneath the chair.

"Go on—open it! I was going to wait until your birthday tomorrow, but I can't wait!"

Slowly, Samuel lifted the top of the box. Silver flashed at him and his eyes suddenly stung. Laid out in front of him in glorious splendour were all the quarters from his coin collection. Each quarter was nestled in its own spot in a collection case. Each quarter shone like it was new.

Samuel felt heat rush over his neck and ears. He weakly said, "Thank you—this means . . . a great deal to me." He was grateful that Everett had cut him off before he said something he would regret. Everett was exactly the type of person he wanted as a friend!

1. The phrase "but none meant as much as his quartercollection" suggests that the collection _____.
 - a) contains many coins.
 - b) has a new design.
 - ☒ c) has personal value.
 - d) includes rare coins.
2. The word misjudged in the passage means _____.
 - a) agreed with
 - b) been bothered by
 - c) argued against
 - ☒ d) been wrong about
3. Based on paragraphs 6 and 7, the reader may conclude that _____.
 - ☒ a) Samuel trusts Everett
 - b) Everett lives near Samuel
 - c) Samuel works hard
 - ☒ d) Everett will go home



COMPREHENSION - 6

4. What does the passage reveal about Everett?

- a) He makes quick decisions.
- ☒ b) He is a good judge of character.
- c) He enjoys surprising his friends.
- d) He wants to prove his innocence.

5. What did Samuel receive as an early birthday gift? Who gave the gift?

6. What accusation does Samuel make? Why?

7. Based on the ending of the story, what did Samuel learn?

8. Where does Samuel learn the truth about his coin collection? *at Everett's house*

9. Why is Samuel's coin collection important to him? *peace*

10. Which statement best expresses the theme of the story?

- a) Sharing interests helps keep families together.
- b) Friends should respect each other.
- ☒ c) Trust is an important part of friendship.
- d) Advice from parents solves problems.



ADJECTIVES

I. Identify the adjectives in the following sentences and state their kind:

1. He is the second man in command.

2. The cook bought some apples and made a delicious pie.

3. The weary traveller rested under the shady tree in our garden.

4. These flowers are called Touch-me-nots.

5. Each student gave his project to the class teacher.

6. He taught us many things.

7. I go for a drive every morning in his car.

8. Ali sold his old bicycle.

9. The black kittens belong to that man standing in the corner.

10. Each one of the fifty cans was open.

11. The milkman did not have much money.

12. Those mountains are far away.

13. Whose son is he?



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ADJECTIVES**II. Form Adjectives with the help of the suffixes given below:**

Suffix	Word	Adjective
able	advise	advisable
	comfort	
	memory	
al	accident	accidental
	coast	
	magic	
y	dirt	dirty
	bag	
	anger	
ful	beauty	beautiful
	duty	
	harm	

Suffix	Word	Adjective
ic	hero	heroic
	poet	
	patriot	
some	quarrel	quarrelsome
	trouble	
	tire	
ish	child	childish
	fool	
others	affection	affectionate
	France	French
	east	eastern
	wood	wooden



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ADJECTIVES**III. Fill in the blanks with adjectives formed from the nouns given in the brackets:**

1. The football coach gave the team some _____ tips. (use)
2. Pizza is an _____ dish. (Italy)
3. Harry Potter and the Prisoner of Azkaban is a _____ book to read.
(wonder)
4. Megha is a very _____ person. (help)
5. Zoya is a _____ child. (delight)
6. It is _____ today. (wind)
7. That joke was _____. (fun)
8. Our country has a _____ past. (glory)
9. The king's effort proved _____. Not all his men could put
Humpty together again. (fruit)
10. All the delegates wore their _____ costumes. (tradition)
11. _____ changes are due to global warming. (climate)
12. There are _____ islands in the Pacific Ocean. (volcano)
13. There was an _____ fire at the office. (accident)
14. Raj made an _____ speech in front of the crowd. (effect)



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ADJECTIVES

15. That boy is _____ . (industry)
16. Malala Yousafzai is a _____ woman. (courage)
17. Muskaan was _____ to stand first in class. (fortune)
18. Black Tiger snake is one of the most _____ snakes in the world.
(poison)
19. Rehan is a _____ boy. (play)
20. Khushi writes _____ essays. (idiom)

IV. Compare the following Adjectives and complete the table:

Positive Degree	Comparative Degree	Superlative Degree
Able		
Active		
Bad		
Beautiful		
Brave		
Busy		
Cheap		
Clever		
Courageous		



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ADJECTIVES

Difficult		
Early		
Easy		
Famous		
Far		
Good		
Happy		
Heavy		
Hot		
Interesting		
Late		
Lazy		
Little		
Many		
Much		
Noisy		
Old		
Proper		
Sad		
Splendid		
Sweet		
Tall		
Thin		



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ADJECTIVES

Wealthy		
Wise		
Wonderful		
Young		

V. Change the following adjectives into the Superlative Degree of Comparison:

1. The Taj Mahal is more beautiful than any other tomb in the world.

2. Chennai is bigger than most other Indian towns.

3. Alex is younger than any other player in the team.

4. England has a larger fleet than all other countries in the world.

5. Diamonds are costlier than all other gems.

VI. Change the following adjectives into the Comparative Degree of Comparison:

1. He was the wisest man present.

2. No other peak of the Himalayas is as high as Mt. Everest.

3. This cloth is the finest of all.



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ADJECTIVES

4. Very few metals are as valuable as gold.

5. He is as wise as Solomon.

VII. Change the following adjectives into the Positive Degree of Comparison:

1. Cleopatra is the most famous Egyptian Queen.

2. Shakespeare is greater than any other English poet.

3. Iron is the most useful of all metals.

4. Macbeth is the best drama by Shakespeare.

5. He is not stronger than me.

VIII. Rewrite the following sentences changing the degree of comparison as stated in the brackets:-

1. No other exercise is as healthy as walking. (comparative)

2. The *Times of India* is the most popular newspaper in India. (positive)

3. India is the largest democracy in the world. (positive)

4. Asia is the largest continent in the world. (comparative)

5. No other man was as clever as Chanakya. (superlative)



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ADJECTIVES

6. Alaska is one of the coldest places in the world. (comparative)

7. Copper is more useful than most other metals. (superlative)

8. Seema is prettier than most other girls in the class. (superlative)

9. England is one of the richest countries in the world. (positive)

10. Nalini is the most intelligent girl in the class. (comparative)

11. The tiger is the most ferocious of all animals. (comparative)

12. Sirius is the brightest star in the sky. (positive)

13. Bill Gates is the wealthiest man on earth. (positive)

14. The sword is not as mighty as the pen. (comparative)

15. New York is one of the busiest cities in the world. (positive)

16. Alice is taller than any other girl in class. (superlative)



Date: _____

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ADJECTIVES

IX. Change the Degree of Comparison in the following sentences without changing the meaning of the sentences.

1. Mumbai is the best sea-port in India.

2. Kalidas is one of the greatest poets.

3. Of all men he is the meanest.

4. Ravi seemed more cheerful than any of his companions.

5. Varanasi is older than most other cities in India.





COMPREHENSION - 7

Read the following passage carefully and answer the questions that follow:

THE HABIT OF READING

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with care and with a certain considerate formality. You must see that it sustains no damage, it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly; and then, someday, although this is seldom done, you really ought to return it.



However, your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show. You should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favourite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure of going over the old ground, recalling both the intellectual scenery and your own earlier self.

Everyone should begin collecting a private library in their youth: the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows or keys: they should be free and accessible to the hand as well as to the eye.

Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book friends have an advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it.

The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintance, we cannot always see them. Perchance they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or Shaw or Barrie or Galsworthy. There is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favourable first impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their inmost heart of heart.



Date: _____

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COMPREHENSION - 7

Answer the following questions:

1. How would you treat a borrowed book?
2. What are the advantages of marking favourite passages of your personal books?
3. How should the bookshelves of a private library be?
4. What advantage do book friends have over living-friends?
5. Explain the idea contained in the sentence: 'Books are of people, by the people, for the people.'
6. What did the great writers do for you? How do you look into their heart, without meeting them?

II. Give the meaning of each of the following words as used in the passage:

(I) annihilates - destroy

(ii) aristocratic - ppv

(iii) converse - talk / conversation





PREPOSITIONS

I. Fill in the blanks with the correct Prepositions:

- The assignments must be submitted at 10 a.m. tomorrow.
- Let us meet at 7 o'clock this evening.
- My parents have lived in Goa since 1985.
- The discussion lasted for five hours.
- There was a traffic jam in the morning.
- My father's birthday is on 2nd March.
- The meeting begins at 11 o'clock.
- Teachers' day is celebrated in September.
- We have to return the library books in three days.
- I will visit my aunt in the summer vacation.



II. Choose the appropriate Preposition and fill in the blanks:

- I am meeting my friends on 1st January 2009. (in, at, on)
- My brother will visit us _____ the summer vacation. (by, on, during)
- We need you to join us _____ the end of the month. (by, on, in)
- Mohan left for Japan _____ 5th March. (since, on, by)
- Tina has worked here _____ five years. (in, since, for)
- We have had Lassey _____ he was a puppy. (since, in, at)
- We have a six day holiday _____ Christmas. (since, for, in)
- Father will be back _____ a week. (during, within, by)
- It snows in Srinagar _____ December. (in, on, by)
- The house must be ready _____ the end of January. (during, by, in)



PREPOSITIONS

III. Fill in the blanks with the correct prepositions:

- The play finished _____ six o'clock.
- Gurudwaras are decorated _____ Gurupurab.
- My working hours are _____ 8.00 a.m. _____ 6.00 p.m.
- The rains are a welcome relief _____ the scorching heat.
- Raghav's birthday falls _____ 28th April.
- There is a heavy rush on roads _____ office hours.
- The sale will continue _____ 20th February.
- I have not met my friend _____ June 2008.
- _____ the start of the match, the crowd cheered the teams.
- He left Delhi _____ Diwali and will return _____ Christmas.

IV. Complete the poem with appropriate prepositions from the box:

Rain in Summer

How beautiful is the rain!

_____ the dust and heat,
_____ the broad and fiery street,
_____ the narrow lane,

How beautiful is the rain!

How it clatters _____ the roofs,
Like the tramp _____ hoofs!

How it gushes and struggles out.

_____ the throat _____ the overflowing spout!
_____ the window pane

It pours and pours,

And swift and wide,

_____ a muddy tide.

Like a river _____ the gutter roars;

The rain, the welcome rain!

- Longfellow



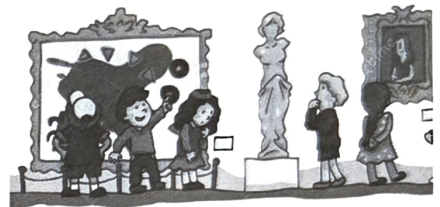
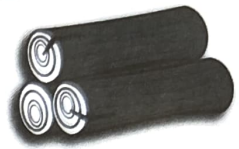
down, after, in, in, with, along, of, across, of, from



PREPOSITIONS

I Fill in the blanks with suitable prepositions:

1. The old man sat _____ a bench.
2. The ball rolled _____ the sofa.
3. The students walked _____ the class.
4. _____ lunch we can take a nap.
5. We are going to the museum _____ Friday.
6. This house was built _____ my grandmother.
7. She built it _____ her own hands.
8. The boy ran _____ the street.
9. My grandmother likes to sleep _____ the afternoon.
10. The villagers used firewood _____ cooking.
11. The students hear the story _____ interest.
12. He studied _____ morning till night.



II. Choose the correct prepositions form the given options and fill in the blanks:

1. Rohit distributed sweets _____ his friends. (among, for, to, with)
2. I haven't seen her _____ yesterday. (from, till, beside, since)
3. Do you want me to help you _____ this? (before, with, for, by)
4. Has this work been done _____ you? (from, by, to, with)
5. You should not steal _____ pe ople. (to, about, by, from)
6. The money is hidden _____ the mattress. (under, with, at, over)
7. Get the book _____ him. (to, at, by, from)
8. Timmy left _____ his mother. (with, by, of, to)
9. The field rat burrowed _____ the ground. (over, above, under, below)
10. The suit is made _____ polyester. (for, of, with, over)
11. The dog sat curled up _____ the chair. (onto, on, up, between)
12. I have been living in Mumbai _____ 1984. (since, with, by, for)





Date: _____

Name: _____ Div.: _____ Roll No.: _____

PREPOSITIONS

III. Fill in the blanks with suitable prepositions:

1. He lives _____ London _____ England.
2. The vegetables were cut _____ the morning.
3. We all went _____ the street.
4. The nut was cracked _____ him _____ a hammer.
5. The Rajputs quarrelled _____ themselves.
6. He is wearing a hat _____ his head.
7. The dog walked _____ its master.
8. I shall be here _____ two days.
9. I have been travelling _____ two hours.
10. He has been working _____ the morning.



IV. Fill in the blanks with appropriate prepositions from the box:

within	above	over	between	by
under	with	into	at	on
				in

1. He lives _____ Australia.
2. The first bell rings _____ 7a.m.
3. Weekly tests are held _____ Mondays.
4. Mohan jumped _____ the lake.
5. The cake was cut _____ Ajit _____ a knife.
6. The cat sat _____ Mohan and Rohan.
7. She held an umbrella _____ her head.
8. The pencil was found _____ the chair.
9. The clouds are _____ the car.
10. He will return _____ a week.





FIGURES OF SPEECH

1. Identify the figures of speech in the given sentences:

1. The bad boy began to cry.

2. Opportunity knocks at the door but once.

3. King Ashoka was as brave as a lion.

4. Life is a dream.

5. I stared at the night and she stared back at me.

6. He is a strong man, struggling with the storms of fate.

7. He is as wise as Solomon.

8. The ship ploughed through the sea.



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FIGURES OF SPEECH

9. A murderer has a heart of stone.

10. The captain lives like a king.

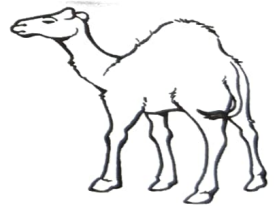
11. He roared like a lion.



12. A sweet, sad smile spread across his face.



13. The camel is the ship of the desert.



14. The sun sank into the ocean in all its glory.





FIGURES OF SPEECH

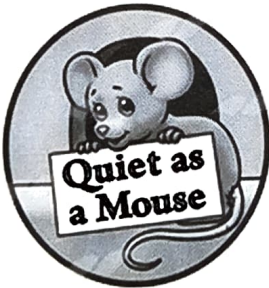
15. It was time to go home but the bell refused to ring.



16. My Dog is

as
Smelly
as
Dirty Socks

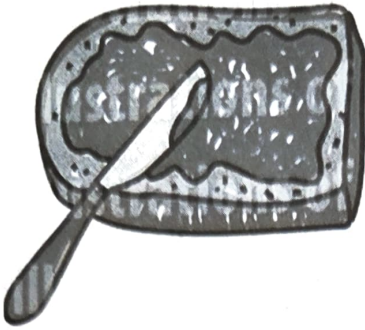
17.





FIGURES OF SPEECH

18. You will never put a better bit of butter on your slice of bread.



19.



As graceful as a swan.



FIGURES OF SPEECH

1. Identify the figure of speech:

1.



This pizza is as cold as ice.

2.

Betty Botter bought some butter,
But, she said, this butter's bitter:
If I put it in my batter,
It will make my batter bitter,
But a bit of better butter
Will make my batter better.



3.



The carved pumpkin smiled at me. _____

4. Life is a journey. Enjoy the ride.
- _____





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FIGURES OF SPEECH

5.  Without my glasses, I am as blind as a bat.

6. 

The poor rat didn't have a chance. Our old cat, a bolt of lightning, caught his prey. _____

7. The flower begged for water.



8.  Don't delay dawns disarming display .
Dusk demands daylight .
Dewdrops dwell delicately
drawing dazzling delight .
Dewdrops dilute daisies domain.



FIGURES OF SPEECH

9.



He was as cool as a cucumber as he went on stage to deliver his speech. _____

10. Life is a roller coaster which everyone has to go through.



11.



You were my guardian angel as you saved me when I fell into the pool.

12.



The children were as quiet as mice as the baby was sleeping.

13. The delicious smell of cookies pulled me into the kitchen.



PS
..

27/10/25

**COMPREHENSION - 8**

Read the following extract about an old fashioned gentleman from Spain, and answer the questions that follow:

THE PELICANS

The father was a fat bird with a paunch. He often sat silently, like a wise thinker. The mother was gracious. Everything about her was beautiful. Her bill shone like pink pearl shell and the feathers on the long curve of her neck were as white and smooth as alabaster. When she stood up, she looked like the queen of the pelicans. Several black feathers grew up from the edges of her wings, like arrows pointing across her back. They made her different from all the others.

The babies were wonderfully ugly. They were pink and featherless, awkward and ungainly. They flopped about when they tried to walk. Most of the time they crouched with their beaks open, waiting to be fed, because every day they needed to eat enough food to equal their own weight. Their parents worked ceaselessly bringing back fish and shrimp and small tidbits so that their babies could feed from their creels.

All around them, there were other nests and parents, working hard in the same way. When thousands of them stood up together, the place looked like a great garden of weird plants with flowers shaped like pelican heads.

As more and more babies were hatched the colony kept growing until its size was beyond belief. If the birds decided to take off together, the sound of their flapping wings and jostling bodies, and the smack of hundreds of legs paddling hard across the lake, filled the air with a wither storm, a tornado of wings and webbed feet. But in the sky, they magically become light and graceful - airy squadrons of dragon ships, sailing on seas of air.

I. Choose the correct option and tick the correct answer.

- (i) The mother pelican is compared to a _____.
a) wise thinker
b) dragon ship
c) tornado
d) queen
- (ii) What is compared to "a great garden of weird plants"?
a) The pelicans' diet.
b) The pelican colony.
c) The pelicans' wings.
d) The pelicans' nests.



Date: _____

Name: _____ Div.: _____ Roll No.: _____

COMPREHENSION - 8

(iii) What were the baby birds fed?

- a) Worms
- b) Fish and shrimp
- c) Crab
- d) Krill

II. Answer the following question.

1. How much of food do the baby pelicans need to eat per day?
2. What features made the mother pelican different from the others?
3. Describe the pelican's feet.
4. Which collective noun was used in this passage?

III. Choose a word from the passage which means:

1. clumsy - _____
2. strange, unconventional - _____
3. continuously and without end - _____
4. push or bump against roughly - _____



Name: _____ Div.: _____ Roll No.: _____

HOMOPHONES**I. Choose the correct word to complete each sentence and fill in the blanks:**

1. Harry _____ (sent, scent, cent) a letter to his uncle in Germany.
2. The students got _____ (bored, board) of the lecture on metals.
3. Ram and Sham like to work on _____ (there, they're, their) farm.
4. Alexander is going to _____ (wear, ware) his armour for war.
5. John's sister is in a _____ (band, banned) which plays French music.
6. The bride walked down the _____ (aisle, isle) between the rows of chairs.
7. The college _____ (principal, principle) spoke to a group of researchers.
8. The saleswoman wants to _____ (sell, cell) as many computers as possible.
9. Aladdin had only _____ (to, two, too) dollars in his pocket.
10. I got a brand _____ (knew, new) PS4 for my birthday.
11. Peter Pan _____ (threw, through) the stone over the fence.
12. Shrek wanted to go over _____ (there, their) to see the dragon.
13. It seems like the dog caught the _____ (sent, scent, cent) of the cat.
14. Hari robbed me of every _____ (sent, scent, cent) I had.
15. Tom pushed Jerry off the diving _____ (bored, board).
16. If _____ (there, their) is a will there is a way.
17. This house is set on the side of a low wooded hill overlooking Lough Gill and the lake
_____ (aisle, isle) of Innisfree.
18. Dumbledore could see _____ (threw, through) his soul.
19. Her brother _____ (knew, new) she would succeed.
20. Cinderella's bag was _____ (to, two, too) heavy.
21. Whom should I give a 'high five' _____ (to, two, too)?
22. "The customer is always right" is the _____ (principal, principle) on which business operates.

II. In each sentence one word has been wrongly written. Circle that word and write the correct homophone in the space provided:

1. Floor is an important ingredient in cakes. _____
2. Paris has pleasant whether during the summers. _____
3. Viewing too much television is a waist of time. _____
4. Virat won a price for his outstanding performance in the field of cricket. _____
5. Practise makes everyone perfect. _____
6. Lily gave berth to a beautiful baby boy. _____
7. I'm knot scared of spiders. _____
8. Carl loved his knew look. _____
9. Jill went up the hill to fetch a pale of water. _____
10. Donald couldn't except such an expensive guitar. _____



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PROVERBS

I. Complete the following proverbs:

1. All that glitters _____
2. Charity _____
3. Half a loaf _____
4. It is never _____
5. There is no smoke _____
6. Seeing _____
7. Out of sight, _____
8. A thing of beauty _____
9. Look _____
10. Waste not, _____

II. Identify the Proverbs in the picture below:



**COMPREHENSION - 9**

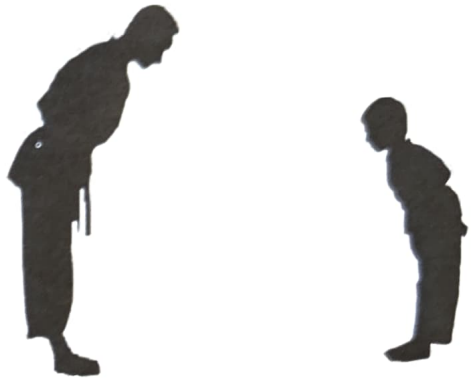
Read the following passage carefully and answer the questions that follow:

TURNING WEAKNESS INTO STRENGTH

A 10-year-old boy decided to study judo despite the fact that he had lost his left arm in a devastating car accident.

The boy began lessons with an old Japanese judo master. The boy was doing well, so he could not understand why, after three months of training the master had taught him only one move.

“Sensei,” (Teacher in Japanese) the boy finally said, “Should I not be learning more moves?” “This is the only move you know, but this is the only move you will ever need to know,” the sensei replied.



Not quite understanding, but believing in his teacher, the boy kept training. Several months later, the sensei took the boy to his first tournament.

Surprising himself, the boy easily won his first two matches. The third match proved to be more difficult, but after some time, his opponent became impatient and charged; the boy deftly used his one move to win the match. Still amazed by his success, the boy was now in the finals.

This time, his opponent was bigger, stronger and more experienced. For a while, the boy appeared to be overmatched. Concerned that the boy might get hurt, the referee called a time-out.

He was about to stop the match when the sensei intervened. “No,” the sensei insisted, “Let him continue.” Soon after the match resumed, his opponent made a critical mistake: he dropped his guard. Instantly, the boy used his move to pin him. The boy had won the match and the tournament.

He was the champion. On the way home, the boy and sensei reviewed every move in each and every match. Then the boy summoned the courage to ask what was really on his mind.

“Sensei, how did I win the tournament with only one move?”

“You won for two reasons,” the sensei answered. “First, you have almost mastered one of the most difficult throws in all of judo. And second, the only known defense for that move is for your opponent to grab your left arm.”

The boy's biggest weakness had become his biggest strength.

Sometimes we feel that we have certain weaknesses and we blame God, the circumstances or ourselves for it but we never know that our weaknesses can become our strengths one day.

Each of us is special and important, so never think you have any weakness, never think of pride or pain, just live your life to its fullest and extract the best out of it!”



Date: _____

Name: _____ Div.: _____ Roll No.: _____

COMPREHENSION - 9

I. Find the words from the passage which mean:

1. highly destructive or damaging - _____
2. acquired complete knowledge or skill in - _____

II. Answer the following questions:

1. How did the boy lose his left arm?
2. With whom did the boy begin his training lessons?
3. Why did the referee call for a time-out?
4. How did the boy win the tournament with only one move?
5. Mention one instance where you have turned your weakness to your strength.
6. What value do you learn from this passage?
7. Give another suitable title for the passage.

III. Form nouns from the following words:

1. stronger - _____
2. intervene - _____





Name: _____ Div.: _____ Roll No.: _____

CONJUNCTIONS

I. Fill in the blanks with suitable conjunctions:

1. Mary _____ Paul danced.
2. I shall not come _____ you need me.
3. I will come _____ you invite me.
4. This is _____ good as that if not better.
5. He washed neither his hands _____ his face.
6. We wanted to go on a holiday _____ father could not take the week off.
7. You cannot get into the library _____ you have the library card.
8. Have you seen _____ heard the opera by Scott Joplin?
9. The orchestra rehearses on Tuesday, _____ the chorus rehearses on Wednesday.
10. I wanted to sit in the front row, _____ I ordered my tickets early.
11. _____ we have lived in Atlanta, we have visited every exhibition at the museum.
12. _____ I was waiting in line, I ate my lunch.
13. _____ spring arrives, we have to be prepared for more snow.
14. I love Picasso's work _____ he uses colours so brilliantly.
15. We will go out to eat _____ we finish doing the test.
16. She is neither polite _____ funny.
17. _____ you told me, I had no idea of it.
18. He is stronger _____ I am.
19. _____ he may be poor, he is not going to beg.
20. I paid Larry _____ garden design work was top-notch.

II. Use the given pair of conjunctions in the following sentences:

**Neither...nor, either...or, scarcely...when, no sooner...than, whether...or,
both...and, rather...than, as...so, so...that, such...as.**

1. I had _____ stepped out of my house _____ it began to rain.
2. _____ Soham _____ Mohan is trustworthy.
3. I have to go _____ I like it _____ not.



Date: _____

Name: _____ Div.: _____ Roll No.: _____

CONJUNCTIONS

4. I am _____ tired _____ I cannot write anymore.
5. I would _____ resign _____ take part in such a dishonest deal.
6. _____ you sow, _____ shall you reap.
7. This salad is _____ delicious _____ healthy
8. _____ did Caesar utter the words _____ he died.
9. _____ the Principal _____ the Vice-Principal is coming today.
10. _____ Italy _____ France got to the quarter finals last year

III. Combine the following pairs of sentences by using suitable conjunctions:

1. Walk fast. You will be late.

2. I did not break the glass. He did not break the glass.

3. It is cold. We cannot do without woollens.

4. He is clever. He is not hard- working.

5. The doorbell rang. My dog barked loudly.

6. Harry is a good boy. Harry is a kind boy.

7. Walk fast. You will miss the train.

8. That boy is thin. His brother is fat.

9. Rahim participated in a dance competition. He even stood first.

10. Work hard. You will fail.



Name: _____ Div.: _____ Roll No.: _____

CONJUNCTIONS

11. I shall sit still. I shall listen to her song.

12. Harry runs fast. Tom runs faster.

13. Rhea knows how to play this song. Prisha also knows how to play this song.

14. He is poor. He is cheerful.

15. Mary grilled burgers for Trish. Mary also fixed some food for her dog.

16. We waited. The train arrived.

17. Jennifer does not like to swim. Jennifer does not enjoy cycling.

18. I ran fast. I missed the train.

IV. Join the sentences by using correlative conjunctions:

1. The Minister cut the ribbon to inaugurate the auditorium. There was a loud applause.

2. He is very ill. He cannot come to school.

3. He is a successful footballer. He is a successful businessman.

4. Alfred got up late this morning. Alfred missed the train.

5. Aman reached the office. It started pouring.



Date: _____

Name: _____

Div.: _____

Roll No.: _____

CONJUNCTIONS

1. Read each sentence below. Circle the conjunction that connects the two phrases.

1. Sharan loves to go on rollercoasters yet he has a fear of heights.
2. Adit likes to play football but he does not like to be the midfielder..
3. Dia loves to cook for she has a special talent for it.
4. You cannot be a lawyer unless you have a law degree.
5. We are going to the mall as soon as my friends get here.
6. The man is fast but the woman is faster.
7. Jamnabai Narsee School won the competition since the other school was not prepared.
8. We will go swimming next Sunday unless it is raining.
9. Leave early or you will miss the award function.
10. David has to wake up early so he can climb the mountain.



Name: _____ Div.: _____ Roll No.: _____

ADVERBS

I. Identify the adjective in the sentence and then fill in the blanks with an adverb formed from it.

1. Joanne is happy. She smiled _____
2. My son is wise. He makes decisions _____
3. His mother is angry. She spoke to us _____
4. Jim is a wonderful piano player. He play the piano _____
5. Hailey is an intelligent girl. She solves problems _____
6. The dog gave a loud bark. The dog barked _____
7. Ravi is an efficient worker. Ravi works _____
8. My neighbour is a careless driver. He drives _____

II. Underline the adverbs and state their kind:

1. The hunters advanced cautiously.

2. Karan has been waiting impatiently for the bus.

3. We can halt here for tea.

4. They were late for the movie.

5. He ran fast to catch the bus.



Date: _____

Name: _____ Div.: _____ Roll No.: _____

ADVERBS

6. Rakesh returned to Delhi yesterday.

7. He struck the ball twice.

8. The boy broke the vase accidentally.

9. She is far too hasty.

10. He always waits for her.

11. Since I am leaving office, I request you to meet me later.

12. Do not keep the new watch outside.

13. The plane caught fire and came down.

14. I am working now hence I will not be able to talk.

15. The milkman comes to our house daily.

16. The fox proved to be too clever for the crow.

17. The traveller walked fast.



Name: _____ Div.: _____ Roll No.: _____

ADVERBS

III. Fill in the blanks with suitable adverbs from the box. Write the kind of adverb against each sentence. The same adverb can be used more than once.

occasionally, sometimes, usually, rarely, once, very, never, mostly often, always

1. I _____ go to bed at 10 o'clock. (_____)
2. Veena has _____ been to the Himalayas. (_____)
3. The rose is a _____ beautiful flower. (_____)
4. I _____ take a bath before I go to bed. (_____)
5. I _____ come home after work. (_____)
6. My friends are _____ non-smokers. (_____)
7. We were _____ impressed with her performance.
(_____)
8. He _____ waits for her by the river. (_____)
9. I watch English films _____ (_____)
10. They _____ go out. (_____)



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COMPARISON OF ADVERBS

Complete each sentence with the correct form of the adverb that is in brackets

1. Our father arrived home _____ than the rest of the family. (late)
2. My sister sang _____ than Ananya did. (beautifully)
3. Your husband, Ken, writes the _____ of all. (good)
4. The rain poured _____ and we took shelter under a tree. (heavy)
5. Mother prepares the turkey _____ than Father does. (good).
6. At the end of a long day, Alexa _____ headed to bed (weary)
7. He checked his answers _____ than she did. (carefully)
8. My father snores _____ than my uncle. (loudly)
9. The soldiers fought so _____ that the enemy troops fled. (brave)
10. She danced _____ of all. (gracefully)
11. Every morning I get up ten minutes _____ than my sister. (early)
12. You should drive _____ otherwise you will cause an accident. (careful)
13. This exercise is _____ than I expected. (easy)
14. If you walk _____ you will not reach there in time. (slow)
15. Please speak _____ so that you are understood. (clear)



COMPREHENSION - 10

Read the following passage carefully and answer the questions that follow:

THE LEGEND OF JOHN HENRY

During the Industrial Revolution, machines started doing the work of people. They were used to make yarn, weave cloth, and saw wood. They were even used to make furniture. However, the changes taking place filled some people with sadness. Many craftsmen, who took pride in their trade, suddenly could not find work. They resented that machines were replacing men. This famous American legend tells about one man determined to prove he could beat a machine.



No one is really sure where John Henry came from. Some people say Alabama. Some folks say West Virginia. But one thing is for sure. John Henry was a big man. He could tackle anything, even Big Bend Tunnel. That is where he died.

John Henry was a steel-driving man. That means he helped make railroads. He used a big old hammer and a stake to punch holes clean through mountains made of solid rock. He would whistle and sing all day working away. But old John Henry was stubborn as an ornery mule.

One day John Henry showed up at a camp yonder in Virginia. A team of men was building a railroad up the East Coast. The team's captain was a wiry, little man. He says to John, "What can you do?"

John Henry took a deep breath and puffed himself up just like a rooster. "I am a steel driving man," he said. "I am going to take my hammer and my stake and work for you. If you give me a chance, I will work from six to five. I can crumble more mountain than any man you have ever seen."

The captain laughed. "With that hammer you are not going to work for me," he said. "We use machinery here called steel drills to grind that mountain tired. The drills run on steam power. That is power stronger than any man."

But John Henry's stubbornness stood firm. He would not listen to the captain. Instead, John Henry challenged the captain to a race. Whichever man punched a tunnel clean through the mountain first would win.

The little captain and big old John lined up by the Big Bend Tunnel. The captain had his drill and John had his hammer in his hands. All the men watched and waited. They knew that big brave John would break with sadness if he lost. John Henry hammered for all he was worth, pounding away at the rock. But the little man and his wiry drill went through that rock like a hot knife through butter.

John Henry did not give up. He hammered and heaved. He gave it all his might. Finally, he won the race with his hammer in hand but died from exhaustion while the little Captain laughed. John Henry's legs and arms gave out, but he never gave up. All the big strong men wept to see him go. To them, John Henry was a hero. He was the last of a dying breed of men who refused to let machines change their lives. They buried John Henry under the rock at Big Bend Tunnel.



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COMPREHENSION - 10

I. Answer the following questions:

1. What work were machines used for during the Industrial Revolution?
2. Why did the changes during the Industrial Revolution fill some people with sadness?
3. What does a steel driving man do?
4. a) Why did the captain laugh when John Henry offered to work for him?
b) How did John Henry respond to this?
5. Why did the strong men weep? What made John Henry a hero to them?
6. Give another suitable title to the passage.
7. Name the place they buried John Henry.
8. Write about an incident when you persevered and never gave up.

II. Find the words from the passage which mean:

- a) to break or fall apart into small fragments - _____
- b) a state of extreme physical tiredness - _____



**COMPREHENSION - 11**

Read the following passage carefully and answer the questions that follow:

THE EMPEROR'S SEED

An emperor in the far East was growing old. He knew it was time to choose his successor. He had no children so had given considerable thought to how he might find the right replacement.

He called all the young people in the kingdom together one day and said, "It is time for me to step down and choose the next emperor. I have decided to choose one of you to inherit the throne."

The kids were shocked. But the emperor continued. "I am going to give each one of you a seed today, one very special seed. I want you to plant the seed, look after it and come back here one year from today with what you have grown from this one seed. I will then judge what you bring, and the one I choose will be the next emperor!"

One boy named Ling was there that day and he, like the others, received a seed. He went home and excitedly told his mother the story. She helped him get a pot and planting soil and he planted the seed and watered it carefully.

Every day he would water it and see if it had grown. After about three weeks, he heard some other youth talk about their seeds and the plants that were beginning to grow. Ling kept checking his seed but nothing ever grew. 'I feel like a failure,' moaned Ling.

By now, several others were talking about their plants but Ling did not have a plant and he felt like a failure. Six months went by; still nothing in Ling's pot. He just knew he had killed his seed. It seemed everyone else had trees and tall plants, but he had nothing.

Ling did not say anything to his friends. He just kept waiting for his seed to grow. A year finally went by and the time came for the youth of the kingdom to bring their plants to the emperor for inspection.

Ling told his mother that he was not going to take an empty pot but his Mother said he must be honest about what happened. Ling felt sick to his stomach but he knew his Mother was right.

He took his empty pot to the palace. When he arrived, Ling was amazed at the variety of plants grown by the other youth. They were beautiful, in all shapes and sizes.

He realized some kids were missing and guessed they had not grown plants either. Oh, why did he not stay away like them. Ling sheepishly put his empty pot on the floor. Many of the other kids laughed at him. A few looked sympathetically on but said nothing.

When the emperor arrived, he surveyed the room and greeted the young people. Ling just tried to hide in the back. "My, what great plants, trees and flowers you have grown," said the emperor surprised, as he walked past each one.

Finally, the emperor spotted Ling at the back of the room with his empty pot. He ordered his guards to bring him to the front. Ling was terrified. "The emperor knows I am a failure! Maybe he will have me killed!"



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When Ling got to the front, the Emperor asked his name. "My name is Ling," he stuttered. There was a lot of commotion, many kids were laughing and making fun of him. The emperor asked everyone to quieten down.

He looked at Ling and then announced to the crowd, "Behold your new emperor! His name is Ling!"

Ling could not believe it. He could not even grow his seed. How could he be the new emperor?

Then the emperor said, "One year ago, I gave everyone here a seed. I told you to take the seed, plant it, look after it and bring it back to me today. But I gave you all boiled seeds, which would not grow. All of you, except Ling, have brought me trees and plants and flowers. When you found that the seed would not grow, perhaps you substituted another seed for the one I gave you. In this year, Ling alone has shown me that he has grown the courage and honesty to bring me a pot with my seed in it. Therefore, he is the one who will be the new emperor!"

Answer the following questions:

- Q.1 Why did the emperor call all the young people of his kingdom together?
- Q.2 What did the emperor decide to do to choose the next ruler of the kingdom?
- Q.3 Why did Ling think he was a failure?
- Q.4 What advice did Ling's mother give him on the day of inspection?
- Q.5 Why was the emperor surprised to see the plants brought by the other youth?
- Q.6 Who did the emperor announce to be his successor? Why?
- Q.7 Write an idiom from the passage that tells us that Ling was 'very worried'.
- Q.8 Write the noun form of:
- a. inherit _____
 - b. substitute _____
- Q.9 Write words from the passage which mean the same as:-
- a. with feelings of shame: _____
 - b. spoke unsteadily: _____
- Q.10 Write about an incident when you found it difficult and challenging to be honest but you were brave and supported the truth. Also share how you felt after that.



DIRECT AND INDIRECT SPEECH

Assertive

I. Change to Indirect Speech

1. The girl said, "It gives me great pleasure to be here this evening."

2. He said, "I go to the temple every Tuesday."

3. "My brother will fly to Varanasi in December," said the pilot.

4. My father said, "I will meet him tomorrow at his place."

5. "I can dance here continuously for three hours," said the choreographer.

II. Change to Direct Speech

1. Mrs. Sinha said that she enjoyed reading detective novels.

2. The manager said that the shipment would arrive the following week.

3. The farmer assured his wife that he would sow the seeds that day.

4. The principal declared a holiday the following day.

5. Mrs. Finch said that she was planning to write a letter to May.



DIRECT AND INDIRECT SPEECH

The Interrogative Form

V. Change to Indirect Speech

1. He said to me, "Where are you going?"

2. The conductor said to the passenger, "Where do you want to alight?"

3. She said to him, "Do you recognise me?"

4. "Is your dad at home?" asked the stranger to Vidhi.

5. "Where can I find cheap accommodation?" the stranger asked.

VI. Change to Direct Speech

1. She asked me if I would listen to him.

2. My mother asked me when I would return from the party.

3. Bindu asked Priya if she was carrying her mobile.

4. He asked Mona whether she had completed her work.

5. They asked the astronaut what he had brought from the moon.



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DIRECT - INDIRECT SPEECH

I. Change the following direct speech sentences into indirect speech

1. The dancer said, "I am satisfied with my performance."

2. He said, "I have to go as soon as possible."

3. Two weeks ago, he said, "I visited this museum last week."

4. She said to her cousin, "I will watch the match tonight."

5. My mother says, "I work everyday."

II. Change the following indirect speech sentences into direct speech.

1. The captain told the batsman that he had been batting well.

2. He said that the horse had been fed.

3. My father says that he has two wonderful children.

4. Tina said that she was baking a cake for her daughter.

5. Arjun's teacher said that she loved teaching his class.



DIRECT AND INDIRECT SPEECH

III. Change the following interrogative direct speech sentences into indirect speech.

1. Roy said to Tom, "Have you kept your certificate carefully?"

2. "Which way did she go?" asked the young man.

3. His teacher said to him, "Why did you come late?"

4. She said to her son, "Why are you crying?"

5. He said, "What is Ronit's new address, Raghav?"

IV. Change the following interrogative indirect speech sentences into direct speech

1. Prateek enquired when the game would begin.

2. I asked him whether he had been present at the meeting the day before.

3. The woman asked the stranger whether she should help him.

4. The judge enquired of the lawyer if he had anything to say on behalf of the accused.

5. He asked me why I had written such a nasty letter to him.



COMPREHENSION - 12

Read the following passage carefully and answer the questions that follow:

It is estimated that only about half a million koalas are left in Australia today. This figure pales against the millions of them just two hundred years ago when they were senselessly hunted for their pelts.

The survivors today are found mainly in eastern Australia, where they have to compete with millions of human beings for living space. All the while, their native habitat continues to diminish. And although there are concentrations of the koalas on the north coast, to the south and west, koala colonies are small and isolated. Moreover, koalas have vanished from places where they were sighted a decade ago.

Koalas are an endangered species because they are fastidious in what they eat. They do not settle for any old gum leaf. They will only feed on a select of Australia's 500-odd species of eucalyptus, which are continuously felled in the country's relentless urbanization process. Koalas are also not adapted to disruptions in their lifestyles and that makes them vulnerable to diseases. Besides, a female koala can only reproduce once a year but if she becomes stressed, she will breed less frequently.

The Australians have come to realize that the best ways to ensure the koala's continued survival is to halt the destruction of its natural habitat and to increase captive breeding. At Featherdale Wildlife Park, a way to help female koalas reproduce faster has been devised. There, the staff at the park take over some of the maternal duties by part-adopting the babies and feeding them a modified baby formula. The young are reunited with their mothers every day. They do not seem to be unduly upset by the nightly separation. Freed of the responsibility of having to take care of their offspring, the female koalas will breed each year.

In South Australia, the state government is promoting heritage treaties. People who own natural bushland are encouraged to sign a contract with the state government to preserve the land and its flora and fauna forever. Those who make such agreements with the state government can qualify for a property tax rebate.

In 1988, in New South Wales, near Campbelltown, the land adjacent to a koala colony was set aside for housing development. However, the Environment Minister put an interim protection order on the site. After a series of discussions, the developers agreed to set of building guidelines designed to protect the koala's environment.

In November 1988, the Environment Minister called a koala summit of 200 scientists, conservationists and government representatives in Sydney. The Minister suggested having



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COMPREHENSION - 12

disease-free koala colonies in water-catchment areas far from human interference. He also called on Australia's federal, state and local governments to stand together to preserve the koalas. He said, "Australians must act to ensure the koala's future survival." Like many people, the good Minister believed Australians would respond positively.

Answer the following questions:

- Q.1 What caused the large decline in the koala population two hundred years before the 1920's?
- Q.2 Describe the three factors that threaten the koala's survival.
- Q.3 Describe what is being done at Featherdale Wildlife Park to encourage koala reproduction.
- Q.4 What is the main objective of the heritage treaties?
- Q.5 Explain the phrase flora and fauna.
- Q.6 Write a word from the passage which means the same as:-
- a. dwindle - _____
 - b. temporary - _____
 - c. fussy - _____
- Q.7 Write the noun form of:-
- a. reproduce - _____
 - b. compete - _____







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